

School Renewal Plan Table of Contents

Signature Page	2
Assurances	4
Stakeholders	6
Waiver Requests	7
Needs Assessment Data	8
Executive Summary of Needs Assessment (Summary of Conclusions)	12
Performance Goals and Action Plans	14
Read to Succeed	

**School Renewal Plan Cover Page
(Mandated Component)**

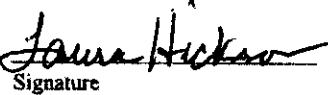

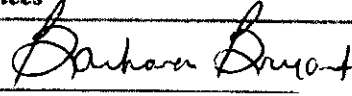
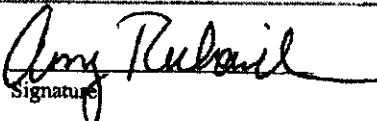
**Renewal Plan for 5 Year Cycle: 2021/22 to 2025/26
Upcoming School Year: 2022/23**

School Name:	J. C. Lynch Elementary
SIDN:	2103036
Plan Submission:	School utilizes Cognia
Grade Range From:	PK To 6
District:	Florence 3
Address 1:	P.O. Box 140
Address 2:	124 Hicks Road
City:	Coward, SC
Zip Code:	29530
School Renewal Plan Contact Person:	Thomas DeVine
Contact Phone:	8436992114
E-mail Address:	tdevine@fsd3.org

Assurances

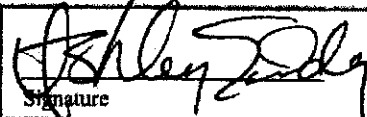
The school renewal plan, or annual update of the of the school renewal plan, includes components required by the Early Childhood Development and Academic Assistance Act of 1993 (Act 135) and the Education Accountability Act of 1998 (EAA) (S.C. Code Ann. 59-18-1300 and 59-139-10 et seq. (Supp. 2004)). The signatures of the chairperson of the board of trustees, the superintendent, the principal, and the chairperson of the School Improvement Council are affirmation of active participation of key stakeholders and alignment with Act 135 and EAA requirements.

Required Printed Names and Signatures

Superintendent		
<u>Ms. Laura Hickson</u> Printed Name	 Signature	<u>04-07-2023</u> Date
Principal		
<u>Mr. Thomas DeVine</u> Printed Name	 Signature	<u>3-14-23</u> Date
Chairperson, District Board of Trustees		
<u>Ms. Barbara Bryant</u> Printed Name	 Signature	<u>4/6/23</u> Date
Chairperson, School Improvement Council		
<u>Mrs. Amy Richardson</u> Printed Name	 Signature	<u>3/14/23</u> Date

School Read To Succeed Literacy Leadership Team Lead

Mrs. Ashley Eaddy
Printed Name


Signature

3/14/23
Date

Assurances for School Renewal Plan

Assurances checked below, along with the signature page signed by the superintendent and school principal, attest that the school complies with all applicable regulatory and statutory requirements listed.

Early Childhood Development and Academic Assistance Act (Act 135) Assurances (S.C. Code Ann §59-139-10 <i>et seq.</i> (Supp. 2004))	
Yes	Academic Assistance, PreK–3 The school makes special efforts to assist children in PreK–3 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).
Yes	Academic Assistance, Grades 4–12 The school makes special efforts to assist children in grades 4–12 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).
Yes	Parent Involvement The school encourages and assists parents in becoming more involved in their children’s education. Some examples of parental involvement initiatives include making special efforts to meet with parents at times more convenient for them; providing parents with their child’s individual test results and an interpretation of the results; providing parents with information on the district’s curriculum and assessment program; providing frequent, two way communication between home and school; providing parents an opportunity to participate on decision making groups; designating space in schools for parents to access educational resource materials; including parent involvement expectations as part of the principal’s and superintendent’s evaluations; and providing parents with information pertaining to expectations held for them by the school system, such as ensuring attendance and punctuality of their children.
Yes	Staff Development The school provides staff development training for teachers and administrators in the teaching techniques and strategies needed to implement the school/district plan for the improvement of student academic performance. The staff development program reflects requirements of Act 135, the EAA, and the National Staff Development Council’s revised Standards for Staff Development.
Yes	Technology The school integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.
Yes	Innovation The school uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students.
Yes	Collaboration The school (regardless of the grades served) collaborates with health and human services agencies (e.g., county health departments, social services departments, mental health departments, First Steps, and the family court system).

Yes	<p>Developmental Screening The school ensures that the young child receives all services necessary for growth and development. Instruments are used to assess physical, social, emotional, linguistic, and cognitive developmental levels. This program normally is appropriate at primary and elementary schools, although screening efforts could take place at any location.</p>
Yes	<p>Half-Day Child Development The school provides half-day child development programs for four-year-olds (some districts fund full-day programs). The programs usually function at primary and elementary schools. However, they may be housed at locations with other grade levels or completely separate from schools.</p>
Yes	<p>Developmentally Appropriate Curriculum for PreK–3 The school ensures that the scope and sequence of the curriculum for PreK–3 are appropriate for the maturation levels of students. Instructional practices accommodate individual differences in maturation level and take into account the student's social and cultural context.</p>
Yes	<p>Parenting and Family Literacy The school provides a four component program that integrates all of the following activities: interactive literacy activities between parents and their children (Interactive Literacy Activities); training for parents regarding how to be the primary teachers for their children and how to be full partners in the education of their children (parenting skills for adults, parent education); parent literacy training that leads to economic self-sufficiency (adult education); and an age-appropriate education to prepare children for success in school and life experiences (early childhood education). Family Literacy is not grade specific, but is generally most appropriate for parents of children at the primary and elementary school levels and below as well as for secondary school students who are parents. Family Literacy program goals are to strengthen parental involvement in the learning process of preschool children ages birth through five years; to promote school readiness of preschool children; to offer parents special opportunities to improve their literacy skills and education; to provide parents a chance to recover from dropping out of school; and to identify potential developmental delays in preschool children by offering developmental screening.</p>
Yes	<p>Recruitment The district makes special and intensive efforts to recruit and give priority to serving those parents or guardians of children, ages birth through five years, who are considered at-risk of school failure. “At-risk children are defined as those whose school readiness is jeopardized by any of, but not limited to, the following personal or family situation(s): parent without a high school graduation or equivalency, poverty, limited English proficiency, significant developmental delays, instability or inadequate basic capacity within the home and/or family, poor health (physical, mental, emotional) and/or child abuse and neglect.</p>
Yes	<p>Coordination of Act 135 Initiatives with Other Federal, State, and District Programs The district ensures as much program effectiveness as possible by developing a district-wide/school-wide coordinated effort among all programs and funding. Act 135 initiatives are coordinated with programs such as Head Start, First Steps, Title I, and programs for students with disabilities.</p>

Stakeholder Involvement for School Renewal Plan

List the name of persons who were involved in the development of the School Renewal Plan.
A participant for each numbered position is required.

	Position	Name
1.	Principal	Mr. Thomas DeVine
2.	Teacher	Sherena Brown
3.	Parent/Guardian	Ashley Hyman
4.	Community Member	Erica Creel
5.	Paraprofessional	Lindsey Godwin
6.	School Improvement Council Member	April Lynch
7.	Read to Succeed Reading Coach	Mrs. Ashley Eaddy
8.	School Read To Succeed Literacy Leadership Team Lead	Mrs. Ashley Eaddy
9.	School Read To Succeed Literacy Leadership Team Member	Amy Richardson
OTHERS (May include school board members, district or school administrators, students, PTO members, agency representatives, university partners, Head Start representatives, First Step representatives, etc.) ** Must include the School Literacy Leadership Team for Read to Succeed		

District Requested Strategic/Renewal Plan Waiver

The State Board of Education has the authority to waive regulations pursuant to (*SBE Regulation 43-261*) (C) District and School Planning which states the following:

Upon request of a district board of trustees or its designee, the State Board of Education may waive any regulation that would impede the implementation of an approved district strategic plan or school renewal plan.

All waivers must be requested in writing, signed by the local superintendent, and approved by the local school board prior to being sent to State Accountability. Use the following link to obtain more information on the waiver process:

<http://ed.sc.gov/districts-schools/state-accountability/waiver-requests/>

Not Applicable

District Waiver Requested and Approved	Explain how the SBE Regulation would impede the implementation of an approved district strategic or school renewal plan.
1. Extension for initial District Strategic and School Renewal Plans (<i>SBE Regulation 43-261</i>)	
2. Teachers teaching more than 1500 minutes (<i>SBE Regulation 43-205</i>)	
3. Teachers teaching more than 4 preps (<i>SBE Regulation 43-205</i>)	
4. High School Principal over two schools or grades more than 9-12 (<i>SBE Regulation 43-205</i>)	
5. Other (Include the SBE Regulation number to be waived)	
6. Other (Include the SBE Regulation number to be waived)	

Link to School Report Card: [2021-2022 State Report Card](#)

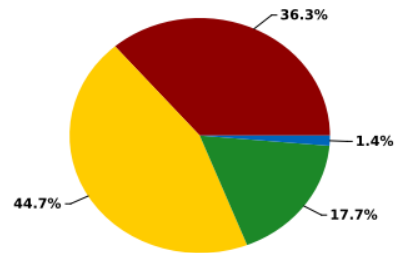
Needs Assessment:

J.C. Lynch elementary has approximately 380 students in grades 3K-6th. We are located in Coward, in the lower part of Florence county. Below is a copy of our most recent MAP assessment data in Language Arts: Reading. Currently in our school, we have 78 students (36.3%) in grades 2-6 who did not meet expectations based on our most current MAP assessment. We have 96 students (44.7%) who scored in the Approaches expectations category. Only 38 students (17.7%) scored in the Meets Expectations category and only 3 students (1.4%) scored in the Exceeds Expectations category.

Projected to: South Carolina College-and Career-Ready Assessments taken in spring.

View Linking Study: <https://www.nwea.org/resources/south-carolina-linking-study/>

Grade	Student Count	Does Not Meet Expectations		Approaches Expectations		Meets Expectations		Exceeds Expectations	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent
2	42	19	45.2%	15	35.7%	8	19.0%	0	0.0%
3	44	17	38.6%	17	38.6%	9	20.5%	1	2.3%
4	48	24	50.0%	15	31.2%	9	18.8%	0	0.0%
5	43	10	23.3%	26	60.5%	5	11.6%	2	4.7%
6	38	8	21.1%	23	60.5%	7	18.4%	0	0.0%
Total	215	78	36.3%	96	44.7%	38	17.7%	3	1.4%

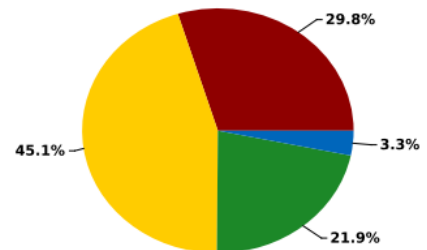


Below is a copy of our most recent MAP assessment data in Math. Currently in our school, we have 64 students (29.8%) in grades 2-6 who did not meet expectations based on our most current MAP assessment. We have 97 students (45.1%) who scored in the Approaches expectations category. Only 47 students (21.9%) scored in the Meets Expectations category and only 7 students (3.3%) scored in the Exceeds Expectations category.

Projected to: South Carolina College-and Career-Ready Assessments taken in spring.

View Linking Study: <https://www.nwea.org/resources/south-carolina-linking-study/>

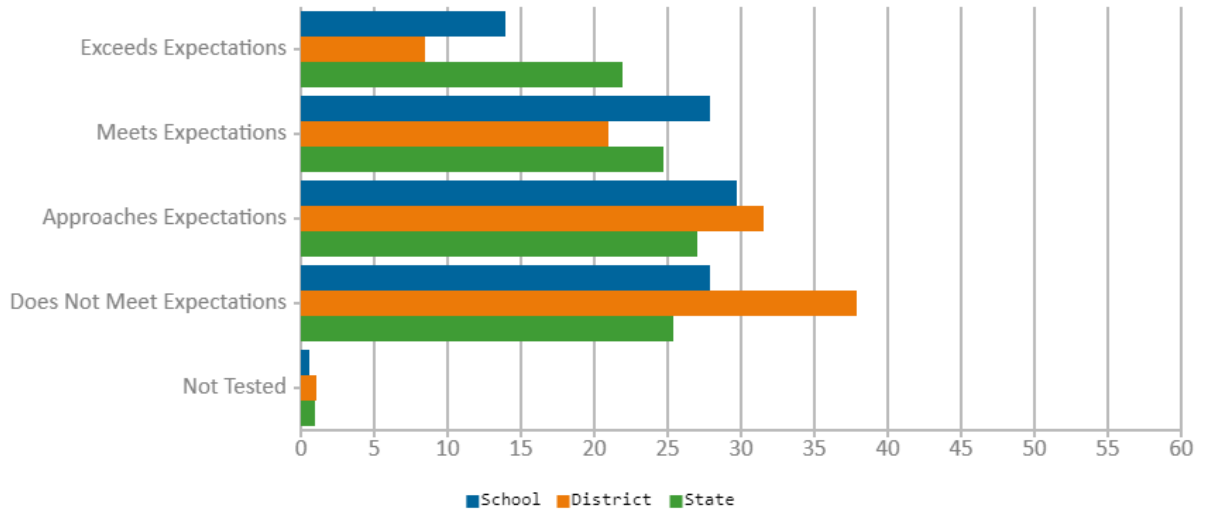
Grade	Student Count	Does Not Meet Expectations		Approaches Expectations		Meets Expectations		Exceeds Expectations	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent
2	42	16	38.1%	11	26.2%	14	33.3%	1	2.4%
3	44	12	27.3%	15	34.1%	14	31.8%	3	6.8%
4	49	10	20.4%	29	59.2%	9	18.4%	1	2.0%
5	43	13	30.2%	25	58.1%	4	9.3%	1	2.3%
6	37	13	35.1%	17	45.9%	6	16.2%	1	2.7%
Total	215	64	29.8%	97	45.1%	47	21.9%	7	3.3%



On our annual state assessments, our students scored as follows:

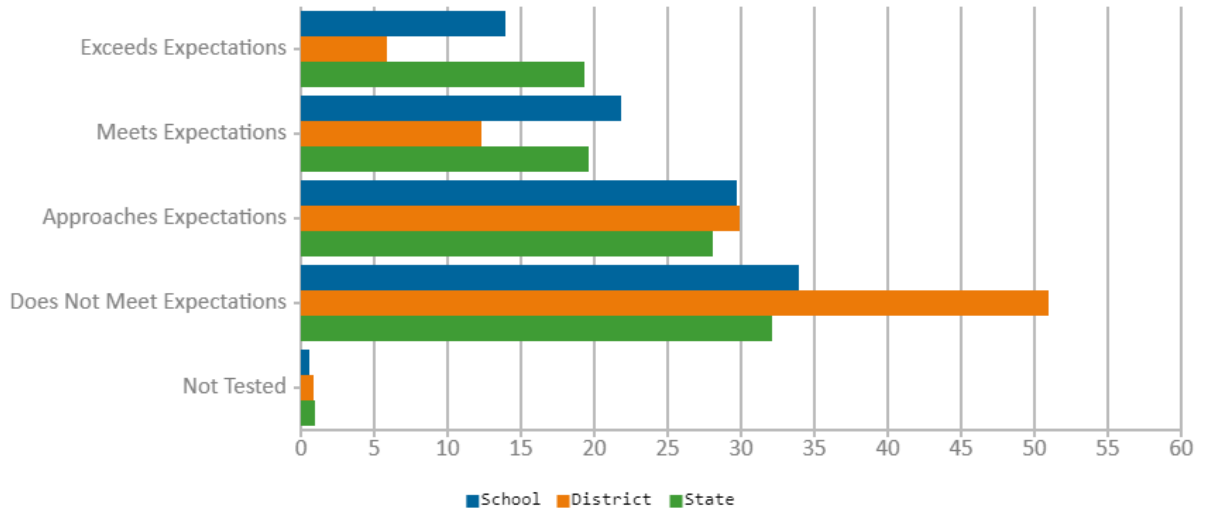
SC READY English Language Arts and Mathematics

English Language Arts (Reading and Writing)



Note: Results from alternate assessments were included in the calculations where available.

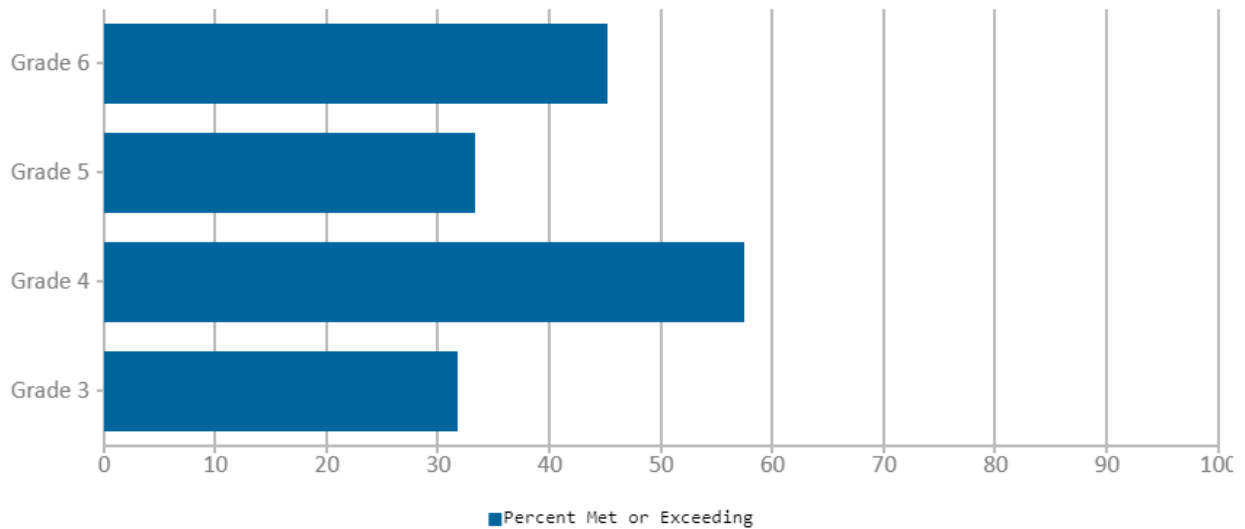
Mathematics



Note: Results from alternate assessments were included in the calculations where available.

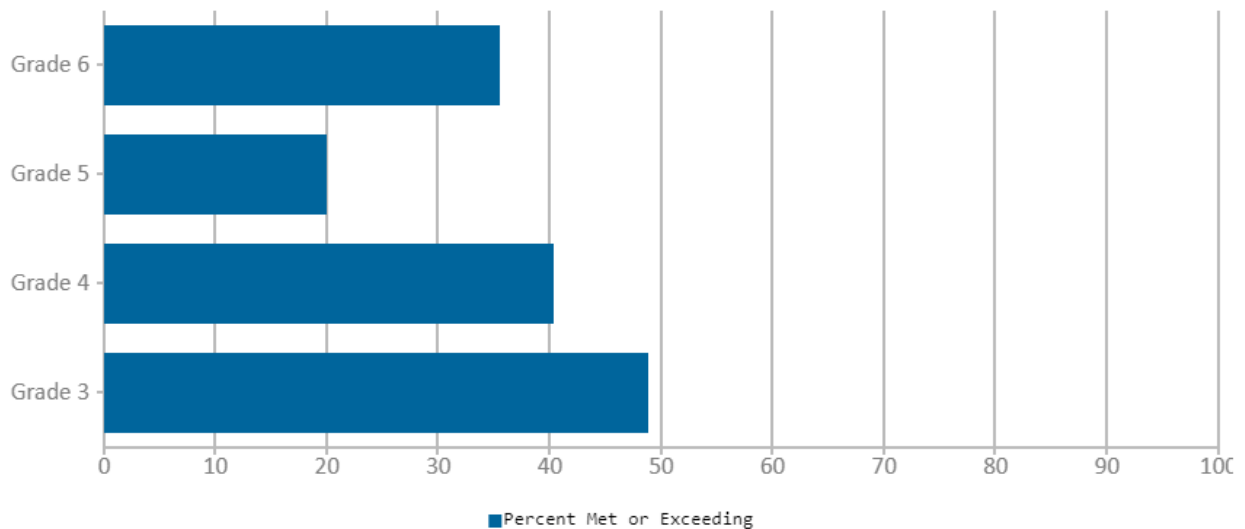
SC READY Performance by Grade Level

English Language Arts (Reading and Writing)



Note: Results from alternate assessments were included in the calculations where available.

Mathematics



Note: Results from alternate assessments were included in the calculations where available.

As you can see from the above charts, our 3rd graders had the highest scores for Math and 4th grade scored the highest for ELA. We have continued to work with our students in all grade levels 3rd through 6th to try to improve these scores. We use our Literacy and instructional coaches to assist teachers ensuring our students are prepared for all assessments. We also conduct regular PLCs with all teachers to improve planning, assessment, and teaching strategies.

Executive Summary of Needs Assessment Data Findings

Per SBE Regulation 43-261, the annual needs assessment will provide focus for planning teams to set priorities for the plan. The comprehensive needs assessment must identify targeted areas of discrepancy between the desired performance levels and the current status as indicated by available data. Any discrepancies in the following areas identified by the school and district report cards must be included in the plan: (1) achievement, (2) achievement by subgroups, (3) graduation rates, (4) attendance, (5) discipline, (6) teacher/administrator quality and professional growth, and (7) other priority areas.

Measurable performance goals, written in five-year increments, shall be developed to address the major areas of discrepancy found in the needs assessment in key areas reported in the district and school report cards.

State Report Card for districts and schools data: <http://ed.sc.gov/data/report-cards/state-report-cards/>

Directions: In the appropriate boxes, use school data to identify areas in need of improvement. Required areas to be addressed: Student Achievement, Teacher/Administrator Quality, and School Climate.

Student Achievement	
Elementary/Middle School (3 - 8)	
1.	<p>Math SC Ready - 35.8%% met and above Science SC Ready - 39.7% met and above ELA SC Ready - 41.8%% at met and above</p> <p>Our SC Ready scores are still below the state average. Our scores are lower than the state average in all four subjects. In an effort to improve in growing our students academically in all four core subjects, we are implementing more reading and math interventions in both elementary and middle for the upcoming school year. We are also continuing small group after-school program for students below reading level, intentional small group instruction and strategic spiral review on a daily basis.</p>
Teacher/Administrator Quality	
2.	<p>Percentage of Teachers with Advanced Degrees -59.3 % down from 65.4% Percentage of Teachers on Continuing Contracts - 96.3 % up from 96.2% Percentage of Teachers Returning - 77.3% up from 76.2%</p> <p>J.C.Lynch elementary used the Florence School District evaluation system based on the 4.0 Rubric to evaluate teacher effectiveness. Professional development opportunities continue to be provided based on results form a Needs Assessment Survey. Literacy continues to be a district-wide focus for all teachers.</p>
School Climate	
3.	<p>Chronic Absenteeism - 16.3% Percentage of Teachers, Students and Parents Satisfied with Home-School relations - Teachers - 100.0%, Students 96.3% and Parents - 100% Percentage of Teachers, Students and Parents Satisfied with the Physical Environment - Teachers - 93.3%, Students 92% and Parents - 100% Percentage of Teachers, Students and Parents Satisfied with the Learning Environment - Teachers - 100.0%, Students 96.3% and Patents - 100%</p> <p>We continue to look at the data related to school climate. School climate surveys are completed to keep a better pulse on the goal to provide invitational education for all. The school will provide survey opportunities for all parents to provide feedback on their satisfaction with their child(ren)'s learning environment, physical environment and home school relations. We continue to offer Parent Academies for our parents in order to provide our parents with current, up-to-date information concerning their children and the children's educational expectations and experiences.</p>
Other (such as district and/or school priorities)	
4.	<p>ELA SC Ready- 100% met or above Math SC Ready- 67% met or above Science SC Pass- 80% met or above</p> <p>3rd-6th grade Gifted & Talented Academic students are provided pull out classroom instruction in which the core subjects are integrated in hands-on learning lessons with an emphasis on areas of improvement as based upon assessments as well as pre-post assessments. JCL GT students have shown great improvement in ELA, but still have a ways to go in math and science. To support improvement in these mid-level areas, class sessions begin with spiral reviews that target areas of improvement and small group, as well as individual instruction, is provided based upon the individual students' areas of need.</p>

Performance Goal

Performance Goal Area:	District Priority					
Performance Goal: SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.	By 2025-2026, 40% our disabled population in grades 3-6 will meet or exceed the state scores based on the state ELA assessment and 46% will meet or exceed the state scores on the math assessment and 65% of the ELL population in grades 3-6 will meet or exceed the state scores on the ELA assessment and 50% will meet or exceed the expected state scores on math.					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2021/22	2022/23	2023/24	2024/25	2025/26
ELA State Testing	SC Ready D- 5.3% ELL- 13.0%	Projected Data: Ready D-12.3% ELL-23%	Ready D-20% ELL-33%	Ready D-28% ELL-47%	Ready D-36% ELL-53%	Ready D-40% ELL-65%
		Actual Data: D- 0% ELL- 23%	D- 10% ELL- 50%			
Math State Testing	SC Ready D- 13.5% ELL- 39.1%	Projected Data: Ready D-20% ELL-41%	Ready D- 26% ELL-43%	Ready D-32% ELL-46%	Ready D-38% D-48%	Ready D-46% ELL-50%
		Actual Data: D- 6% ELL- 26%	D- 18% ELL- 40%			

Action Plan

Strategy #1: Strategy #1: Establish a consistent alignment of the district's ELA/literacy and math programs to include curriculum, assessment, instructional strategies and resources to support the needs of all students including the disabled population and ELL students.					
Action Step (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. 1. Create and implement a District Literacy Action Plan to addressing closing the achievement gaps in the ELL population and the disabled population.	October 2021 - June 2025	Director of Literacy District Instructional Team Lead Teachers/ Instructional Leaders	0	N/A	Literacy Plan Agendas for meetings and training
2. Create and implement a District Math Action Plan to addressing closing the achievement gaps in Math for the ELL population and the disabled population.	October 2021- June 2025	District Instructional Team Lead Teachers/ Instructional Leaders	0	N/A	Agendas for meetings and trainings
3. Pacing guides for ELA and math will be developed and aligned to state standards. These pacing guides will be updated and adjusted as needed.	August 2021-June 2025	District Instructional Team Lead teachers/ instructional coaches	0	N/A	Pacing guides Agendas from training Benchmark analysis
4. Benchmark assessments will be established and monitored for ELA and math at all levels. Benchmarks will be administered three times per year.	August 2021-June 2025	Chief Academic Officer District Instructional Team Lead Teachers / Instructional Coaches	\$100,000	Local Funds	Benchmark Scores and analysis

Performance Goal

Performance Goal Area:	District Priority					
Performance Goal: SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.	By 2025-2026, JCL's chronic absenteeism rate will decrease from 9.87% to 6%.					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2021/22	2022/23	2023/24	2024/25	2025/26
Chronic Absenteeism	9.87%	Projected Data: 8.5%	8.0%	7.5%	7.0%	6.0%
		Actual Data: 8.4%	16.3%			

Action Plan

Strategy #1: School will send out attendance letters as well do calls out to notify parents when students are absent.					
Action Step (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. School will send out attendance letters as well do calls out to notify parents when students are absent.	August 2021- June 2025	School Attendance Teams	N/A	N/A	Minutes from meetings Attendance Tracking
2. School officials will schedule attendance meetings and/or truancy meetings as needed with students and their parents.	August 2021- June 2025	School Attendance Team District Attendance Team	N/A	N/A	Minutes of Meetings Attendance Data
3. School will offer incentives for class attendance and individual attendance.	August 2021- June 2025	School Attendance Team	\$1000	Local Funds	Attendance Data Documentation showing incentives given
4. School will use the following sites for attendance strategies for students and their schools : www.attendanceworks.org and http://absencesaddup.org/	August 2021- June 2025	School Attendance Team	N/A	N/A	Documentation of strategies used Meeting minutes

Performance Goal

Performance Goal Area:	School Climate * (Parent Involvement, Safe and Healthy Schools, etc.)					
Performance Goal: SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.	By 2025-2026, a minimum of 85% of all stakeholders will be satisfied with the learning environment, the social and physical environment and the school-home relationships as measured by the state survey					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2021/22	2022/23	2023/24	2024/25	2025/26
Learning Environment Teachers Students Parents	T- 100% S- 92% P-88.2%	Projected Data: T-100% S-93% P-89%	T- 100% S- 94% P-90%	T- 100% S- 95% P-91%	T- 100% S- 96% P-92%	T- 100% S- 93% P-93%
		Actual Data: T- 100% S- 84.4% P- 95.2%	T- 100% S- 96.3% 100%			
Social and Physical Environment Teachers Students Parents	T- 95% S- 65% P-81%	Projected Data: T-96% S-70% P-86.1%	T-97% S-75% P-88%	T-98% S-80% P-90%	T-99% S-85% P-92%	T-100% S-90% P-95%
		Actual Data: T- 100% S- 93.8% P- 85.7%	T- 93.3% S- 92% 100%			
Home-School Relations Teacher Students Parents	T- 90% S- 86% P-74.3%	Projected Data: T-92% S-87% P-77%	T-93% S-88% P-80%	T-94% S-89% P-82%	T-95% S-90% P-84%	T-96% S-91% P-85%
		Actual Data: T- 100%	T- NA			

S- 68.8%
P- 76.2%

S- 70.2%
P- 33.3%

Action Plan

Strategy #1: Promote an educational climate and culture that enhances the safety and success of all children.					
Action Step (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Continue to provide professional development trainings for employees district wide and school improvement councils on effective parent conferences, and how to involve parents and community in the educational process.	June 2021-June 2025	School Administrators Parent Liaisons	N/A	N/A	Agendas from Trainings
2. Develop a written home/school communication plan outlining how parents are informed of students' academic progress and revise as needed.	August 2021 - June 2025	Director of Communications School Leadership Teams	N/A	NA	Communication Plan
3. Update and continue to implement the National Network of Parenting Partners' parental involvement plan.	August 2021-June 2025	School Principals	N/A	N/A	Documentation from Parenting Partners
4. Continue to provide parent involvement workshops to help families support their child's educational development/academic achievement.	August 2021-June 2025	School Liaisons School Principals	N/A	N/A	Workshop Agendas and Sign In Sheets
5. Administer and analyze a district-developed school climate survey 2 to 3 times a year. Use data to form a Plan of Action based on identified areas of need.	August 2021-June 2025	School Leadership Teams	N/A	N/A	Survey Results Data Analysis Action Plan
6. Update crisis management plan. Carry out all monthly emergency drills.	August 2021-June 2025	School Administrators District Safety Team	N/A	N/A	Crisis Management Plans Documentation of Drills Safety Meetings

7. Implement at least 4 student clubs, to include Leader in Me school transformation process. A plan will be developed for guidelines and implementation.	August 2021-June 2025	School Leadership Team School Lighthouse Team Teachers Students	N/A	N/A	Club Meetings / calendar Club meetings
---	-----------------------	--	-----	-----	---

Performance Goal

Performance Goal Area:	Student Achievement *					
Performance Goal: SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.	By 2025-2026, a minimum of 55% of all students in grades 3-6 will meet or exceed the expected state scores based on the ELA assessments administered.					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2021/22	2022/23	2023/24	2024/25	2025/26
SC Ready	33.7%	Projected Data: 38%	42%	46%	51%	55%
		Actual Data: 31.3%	41.8%			

Action Plan

Strategy #1: Establish a consistent alignment of our ELA/Literacy Program; to include curriculum, assessments, instructional strategies, and resources to support the needs of all students.					
Action Step (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. 1. Provide professional development to all staff on the Profile of the SC Graduate: World Class Knowledge, World Class Skills, and Life and Career Characteristics. Provide literature to all stakeholders.	August 2021-June 2025	District Instructional Team School Leadership Team	N/A	N/A	Training documentation Agendas Sign In Sheet
2. Develop a school literacy plan based on the District and SC State Literacy Plan. Track data on all subgroups. Create Action Plans addressing the needs based on the data obtained.	August 2021-June 2025	Director of Literacy School Leadership Team Instructional Coaches	N/A	N/A	Literacy Plan Training on plan documentation
3. Create informational pamphlets and newsletters sharing the Literacy Plan with all stakeholders and provide parental support to actively engage readers at home and how to support struggling readers.	August 2021-June 2025	Director of Literacy School Administrators Instructional Coaches	N/A	N/A	Pamphlet/ newsletters
4. Attend professional development for the schools reviewing the District Literacy Plan while developing the School Literacy Plans.	August 2021-June 2025	Director of Literacy School Leadership Teams Instructional Coaches	N/A	N/A	Agendas Sign in Sheets

5. Provide professional development on the ELA SC College-and-Career Ready Standards.	August 2021-June 2025	District Instructional Team School Leadership Team Instructional Coaches	N/A	N/A	Agendas Sign-In Sheets Training Information
6. Create and implement district-wide ELA Pacing Guides for each grade level. Include common assessments. Revise, edit, implement.	August 2021-June 2025	Director of Literacy School Leadership Team Instructional Coaches	N/A	N/A	Pacing guides Assessment Data
7. Attend State and local ELA professional development opportunities and share with appropriate personnel.	August 2021-June 2025	District Instructional Team School Leadership Team Instructional Coaches Classroom teachers	N/A	N/A	Training Information PLC agendas and Sign-In Sheets
8. Develop a Career Education Plan beginning at the elementary level, including Career Fairs at all grade levels. Research available resources.	August 2021-June 2025	School Counselors School Leadership Team CDFs	N/A	N/A	Career Fair documentation Agendas / Sign-In Sheets Plan

Performance Goal

Performance Goal Area:	Student Achievement *					
Performance Goal: SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.	By 2025-2026, a minimum of 48% of all students in grades 3-6 will meet or exceed the expected state scores based on the math assessments administered.					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2021/22	2022/23	2023/24	2024/25	2025/26
SC Ready	36.3%	Projected Data: 39%	41%	43%	46%	48%
		Actual Data: 27.6%	35.8%			

Action Plan

Strategy #1: Establish a consistent alignment of our mathematics program to include curriculum, assessments, instructional strategies and resources to support the needs of all students.					
Action Step (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Provide professional development to all staff on the profile of the SC Graduate: world Class Knowledge, World Class Skills, and Life and Career Characteristics. Provide literature to all stakeholders.	August 2021-June 2025	District Instructional Team School Leadership Teams	N/A	N/A	Sign-In Sheets, Agendas
2. Develop and implement district math plan to increase the level of rigor in math instruction and implement the plan to track the data.	August 2021-June 2025	District Instructional Team Lead Teachers School Leadership Teams	N/A	N/A	Sign In Sheets Copy of math plan
3. Provide professional development for the schools reviewing the district math plan while developing the school math plans.	August 2021-June 2025	District Instructional Team Lead Teachers/ Instructional Coaches School Leadership Teams	N/A	N/A	Sign-Sheets Agendas
4. Provide professional development on the math SC College and Career Ready Standards.	August 2021-June 2025	District Instructional Team Lead Teachers/ Instructional Coaches School Leadership Teams	N/A	N/A	Sign-Sheets Agendas

<p>5. Create and implement a district-wide math pacing guide for each grade level. Include common assessments. Revise, edit and implement.</p>	<p>August 2021-June 2025</p>	<p>District Instructional Team Lead Teachers/ Instructional Coaches School Leadership Teams</p>	<p>N/A</p>	<p>N/A</p>	<p>Math plan Agendas from meetings Sign-In Sheets Data Analysis</p>
--	--------------------------------------	---	------------	------------	---

Performance Goal

Performance Goal Area:	Student Achievement *					
Performance Goal: SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.	By 2025-2026, a minimum of 52% of all students taking the science state assessment will meet or exceed state scores based on the state science assessment (grades 3-6)					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2021/22	2022/23	2023/24	2024/25	2025/26
SC Ready	40.3%	Projected Data: 42%	45%	48%	50%	52%
		Actual Data: 27.7%	39.7%			

Action Plan

Strategy #1: Establish a consistent alignment of our Science Program; to include curriculum, assessments, instructional strategies, and resources to support the needs of all students.					
Action Step (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Provide professional development to all staff on the Profile of the SC Graduate: World Class Knowledge, World Class Skills, and Life and Career Characteristics. Provide literature to all stakeholders.	August 2021-June 2025	District Instructional Team Lead Teachers/ Instructional Coaches School Leadership Teams	N/A	N/A	Agendas Trainings/ Sign In Sheets
2. Implement a science curriculum that offers the latest research based instructional strategies. Encourage scientifically rich classroom environments. Promote the rigor, relevance, and integration of other disciplines in the science classrooms. Establish outside collaborative Science Partners.	August 2021-June 2025	District Instructional Team Lead Teachers/ Instructional Coaches School Leadership Teams	N/A	N/A	Training Agendas Sign-In Sheets Documentation of Science Partners
3. Provide professional development on the SC Academic Standards and Performance Indicators for Science.	August 2021- June 2025	District Instructional Team Lead Teachers/ Instructional Coaches School Leadership Teams	N/A	N/A	Training documentation Agenda Sign-In Sheets

<p>4. Attend State and local Science professional development opportunities and share with appropriate personnel.</p>	<p>August 2021-June 2025</p>	<p>District Instructional Team Lead Teachers/ Instructional Coaches School Leadership Teams</p>	<p>N/A</p>	<p>N/A</p>	<p>PLC documentation Sign-In Sheets Agendas</p>
<p>5. Create and implement district-wide Science pacing guides for all grade levels and include common assessments for the tested grades.</p>	<p>August 2021-June 2025</p>	<p>District Instructional Team Lead Teachers/ Instructional Coaches School Leadership Teams</p>	<p>N/A</p>	<p>N/A</p>	<p>Pacing Guides Agendas for trainings</p>

Performance Goal

Performance Goal Area:	Student Achievement *					
Performance Goal: SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.	By 2025-2026, the percentage of 3-6 GT students scoring met or above on the state assessment in ELA, math and science will be at or above 82%.					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2021/22	2022/23	2023/24	2024/25	2025/26
SC Ready ELA	73.3%	Projected Data: 75%	77%	79%	81%	82%
		Actual Data: 85%	100%			
SC Ready Math	86.7%	Projected Data: 88%	89%	90%	91%	92%
		Actual Data: 62%	67%			
SC Ready/Pass Science	66.7%	Projected Data: 70%	73%	76%	79%	82%
		Actual Data: 60%	80%			

Action Plan

Strategy #1: Establish a consistent alignment of our GT Program; to include curriculum, assessments, instructional strategies, and resources to support the needs of all GT students.					
Action Step (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Establish a consistent alignment of our GT Program; to include curriculum, assessments, instructional strategies, and resources to support the needs of all GT students.	August 2021- June 2026	GT Coordinator District Instructional Leaders	N/A	N/A	List of GT committee members Meeting minutes
2. Continuously review state assessment data for GT identified student and utilize data to evaluate and revise the scope/sequence of the current GT Program at the school level if needed.	August 2021- June 2026	GT Committee GT Teachers	N/A	N/A	Data Analysis of GT state data Revision of scope/sequence
3. Utilize the revised scope and sequence to evaluate current Gifted and Talented curriculum/framework.	August 2021-June 2026	GT Committee GT Teachers	N/A	N/A	Revision of GT curriculum/framework
4. Participate in yearly review of curriculum to ensure GT sequence is consistently aligned to national and state GT standards.	August 2021- June 2026	GT Committee GT Teachers	N/A	N/A	Revision of GT curriculum/framework
5. Provide pull-out program that utilizes the district GT scope/sequence and curriculum/framework.	August 2021-June 2026	GT Coordinator	N/A	N/A	Schedule for GT teacher indicating GT classes
6. Provide enrichment as well as differentiated opportunities and experiences for all GT students in the regular classroom.	August 2021-June 2026	School Leadership Team Classroom teachers GT teachers GT Coordinator	N/A	N/A	Lesson plans/ pictures of events

7. Provide enrichment opportunities and experiences beyond the classroom such as field experiences and summer programming.	August 2021-June 2026	GT Coordinator GT Teachers School Leadership Teams Classroom Teachers	N/A	N/A	Lesson plans, pictures of events, flyers in regards to events
8. Provide gifted education professional development opportunities for all educators.	August 2021-June 2026	GT Coordinator GT Teachers School Leadership Teams Classroom Teachers	N/A	N/A	Meeting sign-in Training certificates

Performance Goal

Performance Goal Area:	Teacher/Administrator Quality *					
Performance Goal: SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.	By 2025-2026, JCL will increase our teacher retention rate from 77% to a minimum of 93%.					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2021/22	2022/23	2023/24	2024/25	2025/26
Teacher retention rate	77%	Projected Data: 80%	84%	87%	90%	93%
		Actual Data: 76.2%	77.3%			

Action Plan

Strategy #1: : Establish professional development opportunities which will increase teacher proficiency in student achievement and teacher performance.					
Action Step (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Provide professional development for all school leadership teams and teachers on best practices and effective coaching strategies.	August 2021-June 2025	District Instructional Team Lead Teachers/ Instructional Coaches School Leadership Teams	N/A	N/A	PLC documentation Agendas Training Materials
2. Using district evaluation data, identify areas of needed support and work with teachers to develop an improvement plan if needed.	August 2021-March 2025	District Instructional Team Lead Teachers/ Instructional Coaches School Leadership Teams	N/A	N/A	Data Analysis Improvement plans Agendas
3. Administer a needs assessment and survey yearly to determine teacher needs.	August 2021-June 2025	District Instructional Team School Leadership Teams	N/A	N/A	Needs Assessments survey Data Analysis
4. Data conferencing with teachers at least three times a year to discuss performance on benchmarks and other student data.	August 2021-June 2025	District Instructional Team Lead Teachers/ Instructional Coaches School Leadership Teams	N/A	N/A	Data Conference Agendas Meeting Schedule